

SPECIAL EDITION

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LEADERSHIP



A Straight-A Curriculum for Success

By Dr. Tim Lautzenbeiser

Staff Note: Dr. Tim, as known by countless people of all ages, is a teacher, clinician, author, composer, consultant, adjudicator and above all, a trusted friend to anyone interested in working with young



people in developing a desire for excellence. He first was known by IPLA as a presenter at the 1998 IPLA Summer Team Building Institute and we are glad to have him back as our opening general session speaker at the 10th Annual IPLA Alumni Association Winter Conference. You will not want to miss Dr. Tim's message: "One Person Can Make a Difference."

Our traditional grading system suggests that getting straight A's is the ultimate goal of the successful student. It's a game that we have all played, cramming before the final exam, spending late hours with study groups and forcing down that final slug of coffee with our test notes strategically placed beside the cup. We focused every bit of mental, emotional and physical energy on the cherished "A" which we believed would guarantee our success. Yet we all know that this effort doesn't necessarily prove true. In reality, the top of the class does not always become the front-runner of a profession. Countless stories present the brilliant and talented student who, finding the classroom to be a less-than-desirable environment, subsequently chooses a career in a totally unrelated area. On the other hand, we also remember the student who completed all the required work, but never seemed to be on the cutting edge. Yet now, he/she is responsible for a model program standing as an example of excellence. How can this be explained?

Perhaps there is actually another level to getting straight A's. Maybe there is more to it than the mere memorization of material and the ability to test well. Let's assume that there are several required courses which, though not in the prescribed course of study, are woven into the context of the learning experience. The final grades of these courses do not show up on the transcript at the end of the semester, but are instead permanently recorded in the minds and hearts of teachers, administrators and classmates.

How well are we doing in these prerequisite for-success classes in human relations?

(continued on page 2)

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A Straight-A Curriculum for Success

(Continued from page 1)

ACCEPTANCE 101

This core class is a must for anyone that may have contact with others from different socioeconomic backgrounds, or multi-religious affiliations. If members of the group have different opinions or personal tastes, this information is necessary in creating a working, productive community. The fundamental theme of "ACCEPTANCE 101" centers on the ability to withhold judgement and see everyone as having worth.

APPRECIATION 100

Students of any grade can enroll in this class. It can be repeated for credit and is often recommended as a refresher course. The information is not particularly difficult to absorb, but it seems to be easily forgotten in the crisis of everyday life. Much of the course work requires out of class participation.

AFFABILITY 400

Although this is an upper-level offering, anyone is eligible to enroll. Formerly titled "COOPERATION 400," the emphasis deals with the premise: "The ability to get along with others is the single most important commodity of our profession." Eighty-five percent of all problems are people-related. The research revealed will help clear up many of the daily problems caused by personality conflicts. (A prerequisite class for "PROFESSIONAL SUCCESS: Honor's.")

ACKNOWLEDGEMENT 001

Giving credit where credit is due serves as the entire syllabus for this course and demonstrates the positive effects of supporting the behavior of those who are contributing and showing dedication to the goal. It is highly suggested that you not sign up for this offering until you have completed "ACCEPTANCE 101" and "APPRECIATION 100."

ACCOUNTABILITY 000

LIFETIME: The "ability to be accountable" is the sister course to "RESPONSIBILITY 101: The ability to respond." Students who complete this class will learn to avoid blame and revenge in their professional and personal lives. They will learn the art of completion. Task completion is the number one builder of positive self-image, and personal success is in direct proportion to task completion.

We might entitle the unwritten chapter of life's course catalog to be: "Secrets to Effective Human Relations." The faculty for these classes is the people we are with each day. Our grades are posted in the thoughts, conversations, body language and general behavior of those around us. If we are not satisfied with the results of our efforts, it should be clear that we need to alter our contributions to the classroom of life.

When evaluating ourselves and others, let's not forget the importance of getting straight A's at every level. The curriculum outlined in this article is one we must study and practice every moment of every day. The agenda of self-improvement must become a habit of life. We all have much to learn and will be students forever. A person who does not improve is no better than someone who cannot improve. Let's dedicate ourselves to getting straight A's.

Many have seen the new and improved IPLA Web Site. The Indiana Principal Leadership Academy has developed a web site that is both informative and interactive. The list of information is continually growing as the Academy is working to continue to provide valuable information for school principals. One of our newest additions, the

Documents Center, provides documents, including process skills and archived copies of the *IPLA Special Edition* !

For this and more, point your browser to www.doe.state.in.us/ipla



is the accomplishment of labor. Showing others is the accomplishment of a teacher. Making sure the work is done by others is the accomplishment of a manager. Inspiring others to do better work is the accomplishment of a leader."

This year's IPLA Alumni Winter Conference promises to be a highlight for all as we celebrate our theme, "Principals Making a Difference," featuring Dr. Tim Lautzenheiser and many of IPLA's Greatest Hits. We are confident that our first conference of the new millennium will live up to its theme. As a graduate of IPLA's Group 22, I am looking forward to seeing many of my friends and colleagues as we celebrate our 10th Annual Alumni Winter Conference.

Deb Lecklider, IPLA Executive Director

Speakers/Presenters

Dr. Suellen Reed

Indiana Superintendent of Public Instruction

Rita Brodnax

Director of Professional Development, Kokomo Center Schools
Creating Teacher Leaders

Dave Emmert

General Counsel, Indiana School Boards Association
School Law "Hot Topics"

Dr. Duane Hodgins

Assistant Superintendent
MSD Lawrence Township Schools
Creating Safe Schools Through Character Education

Dr. Tim Lautzenheiser

Author/Speaker
One Person Can Make a Difference

Dr. Gary Phillips

President, National School Improvement Project
Future Leadership

Debbie Rabb

Owner, Rabb & Associates an
Affiliate of Priority Management International
Time and Stress Management

Rick Sudsberry

Sudsberry & Associates
*Leading Children Who Won't Follow;
Managing Parents Who Don't Support*

Dr. Todd Whitaker

Associate Professor, Indiana State University
Dealing With Difficult Teachers

"Principals Making a Difference"
Featuring

IPLA'S GREATEST HITS



Principals throughout the state of
Indiana are cordially invited to
attend the IPLA Alumni Association
Winter Conference
January 31-February 1, 2000 at the
Sheraton Indianapolis North Hotel.

For conference registration
information visit IPLA at
www.doe.state.in.us/ipla
or call (317) 232-9004

Staff Development Practices

Best practices from some of IPLA's graduates

JIM FEIST, Principal Eastern High School IPLA Group 30

The Salem High School Principal and I combined our teaching staffs and held an overnight development retreat at an area State Park in August just before school started. The retreat was a great success. The teachers from both schools went away excited about the upcoming school year and were excited about incorporating what they had learned into their classroom. There was also a bonding between the two staffs. This was a pleasant sight to see since our two schools are big rivals in athletics. The facilitators were Joe Whalen (a former IPLA speaker), Mary Jo Clark and Pat Heiny of Richmond, Indiana. The retreat was financed by a School to Work consortia grant written by Eastern High School & Salem High School. The first day's topic was about team work, servant leadership and a learning community. On the second day of the retreat Joe Whalen presented different teaching strategies that involve students' participation in the learning process. If you need additional information let me know.

MARY ANN JOHNSON, Principal Lowell Middle School IPLA Group 33

At Lowell Middle School, our all-school professional development is scheduled for five days over the school year. Teachers come to school at the regular time (8:00 a.m.) and meet until 10:15, when students begin to arrive for classes at 10:30. Any other staff development is done individually, or in very small groups (not more than four), so that we bring in substitute teachers to cover their classes.



MARY ANN IRWIN, Principal Miami Elementary School Group 32

At Miami Elementary we are implementing a 4-Block instructional method and including all teachers from Wabash City Schools in our summer in-service. Two sessions were held in June and the teachers requested a "quickie" refresher for process writing the first week of August. Lynne Ecenbarger from East Allen Co. did a wonderful presentation for us!

We also changed our daily schedule and are fortunate to have a small building which allows our staff a common lunch; so we use one noon a week to discuss Schoolwide Planning. This seems to work well. Teachers would rather give up this time than have a lengthy after-school meeting. It forces us to be organized and accomplish things in a short amount of time!

KEVIN EMSWELLER Administrative Assistant to the Superintendent North Putnam Community School Corp. IPLA Group 9

Like many schools, we have received a waiver to have early releases on four days through the school year for Professional Development. These days are planned at each building to meet the needs of the school improvement plan as identified by PBA or are tied in with one of the corporation's initiatives that include: Integrating Technology,

Differentiating Instruction, Curriculum Alignment and others as may be mandated by the state (i.e. Safe Schools).

The focus of these days are planned around and evaluated by:

- How will students' learning be enhanced?
- Are the learning objectives related to the school's improvement plan and/or the academic standards?
- What follow-up activities and support are being planned and provided?

While attending workshops or bringing in speakers may be options for the Professional Development Days, for presentations we are focusing on using our own experts from the teaching and administrative ranks. Our first day (August 16) indicated that these people are as good as any we could bring in. Plus, they are still here to provide the support and follow-up activities, which is a major focus of the overall professional development plan, probably more so than the day itself. As I talk with the building principals in evaluating the program, one question always asked after a professional development day is: "Now what are you going to do with the information/skills provided to the staff?" Now that the new school year is underway, each principal will be forming committees (HEA 1750) to assist them in planning for job-embedded professional development opportunities which meet the individual needs of their respective teaching staffs.

We are practicing and preaching the five "Principles of Effective Professional Development" as adopted by the Department of Education and now legislated through House Enrolled Act 1750. We are encouraging more use of study/focus groups, action research projects, Individual Professional Growth Plans (IPSB), peer coaching and many other in-house collaboration activities that focus on specific areas for our staff members to develop and improve. "We're good but we're always looking for ways to be better."



LISA LANTRIP, Principal
Rhoades Elementary School
IPLA Group 31

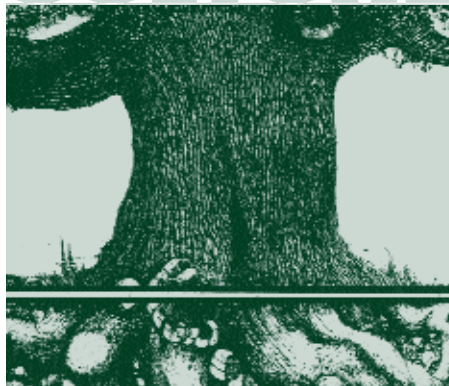
For the second year in a row, our staff has attended a summer retreat. We gave away many great freebies, such as books and other materials that were introduced at the retreat. Last year we went to Brown County State Park for Multiple Intelligence training. Each participant received books and other classroom materials. We had about 25 people attend the retreat. Of course people talked of the retreat and what fun it was, and this year we had all but 6 teachers out of a staff of 45 attend our retreat at Ball State University. It was great fun and a great morale builder.

Along with two book studies per year, we have an HDA at each faculty meeting. Last year the HDA centered around the theory of Multiple Intelligences. This helped to give ideas and practical applications for each of the Multiple Intelligences. This year we are planning a five minute tip for technology use.

We will be watching for great uses of technology tips with teachers and will ask them to share with the staff. We will also be having our in-house technology experts share their expertise with others by co-teaching lessons and modeling instruction.

We have many other strategies, but these seem to have been very successful. We have had groups of teachers take off on their own with book studies and other activities. They now share ideas for books and research with me to be included in our staff development for the year.

CULTURE



two elementary schools (450 & 500). I hope they are helpful to anyone seeking ideas for lunch supervision and cafeteria management.

MIDDLE SCHOOL

1. Eliminate the rules... Instead, create an atmosphere. We have all heard the statement, "I didn't throw the carrot. It flipped off my tray." The student thinks that they have circumvented the rule and the unnecessary debate begins. There only needs to be one guideline, "We want a restaurant atmosphere." There can now be no arguments. We do not fight in a restaurant, yell in a restaurant, move from table to table in a restaurant, etc. The supervisor is in control and can hold students accountable for any type of inappropriate behavior. It also creates good choices... yes, we carry on conversations in a restaurant, we ask for assistance in a restaurant, etc.

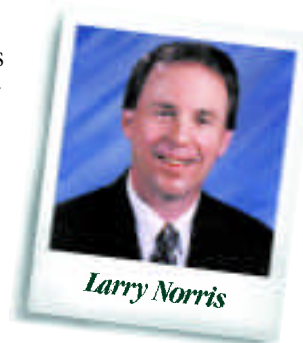
2. Eliminate the movement... Instead, create "classrooms." It happens every month or grade period. There is a mass seating change in the cafeteria and the control pendulum swings to the side of the students. The cafeteria should be divided into the same number of imaginary areas as available supervisors permit. A supervisor is accountable for the tables in their area. After students have settled into an area, it becomes their "classroom." They return to that area each day. Supervisors get to know students' names, manage behavior in their area and permit movement in their area that does not impact another supervisor.

A common "time away" table can be designated as the only stop between the cafeteria and a discipline referral.

Cafeteria Notes

By Larry Norris
Kendall Elementary School, Marion
IPLA Group 22

The following notes are the result of my work as an assistant in a middle school (650) and

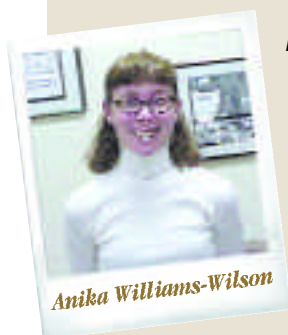


ELEMENTARY

1. Eliminate the cafeteria... Instead, create a restaurant. If it looks like it is indestructible, students may want to treat it that way. Give the school cafeteria a name that makes students look at it like a restaurant and use the same rule idea as stated above. Put a placemat, bud vase and silk flower in the center of each table. Set up a TV / VCR that plays tapes. There are many inexpensive Disney video song tapes as well as the full length animation films. Music alone can

Addition to IPLA Staff

Anika D. Williams-Wilson joined IPLA in October as a secretary. Anika holds a B.A. from Purdue University, West Lafayette, having majored in both Anthropology and Art History. She plans to eventually continue her studies in the history of art by attending graduate school and focusing on the late medieval and early renaissance periods.





help but the visual image attracts attention. Make this a time to teach young children what behaviors are acceptable in a restaurant...they may not know.

2. Eliminate lines... Instead, create a waiting area. We all know that young students and long unsupervised lines do not mix well. Presently, I have a schedule that has two classes entering the cafeteria every ten minutes. Before that the teacher has control of his/her own class. Upon entering the cafeteria, one class goes to the cashier line and the other sits in two rows of chairs very near the cashier. As the cashier is ready, the next class is



invited to come forward. There are no long lines either in the cafeteria or the hallway outside.

3. Eliminate the red light... Instead, use a microphone. Students very often can anticipate when the lights are going to flip on and off or the green sign will change to

yellow or red. It can become a game for them. Break down and purchase a portable speaker and cordless microphone. (It is also great on field days and quick convocations.) The microphone is readily available for the supervisor or principal who needs to address a problem.



Books for Leaders

Getting Excited About Data: How to Combine People, Passion and Proof

By Edie L. Holcomb

"Here is practical knowledge about how to focus student learning. This book provides tools that educators desperately need and accompanies them with strategies and helpful hints. Engaging stories make the reading entertaining as well as informative."

(From the forward by Deborah H. McDonald, Kentucky Department of Education.)

Who Moved My Cheese?

By Spencer Johnson, M.D.

Who Moved My Cheese? is a simple parable that reveals profound truths about change. "Cheese" is a metaphor for what you want to have in life. The "Maze" is where you look for what you want.

Building Leadership Capacity in Schools

By Linda Lambert

This book outlines what schools and districts must do to build leadership capacity, including how to get started, how to sustain the momentum, and how to design school districts capable of supporting such work.

*Congratulations to Jack Parker
for accepting the position as assistant principal
at Center Grove Middle School in Greenwood.
We wish you the very best in your new assignment,
and we want you to know how proud we are of you for
joining the wonderful ranks of school administration.*

*Thank you for your contributions and service to the
Indiana Principal Leadership Academy.*

We will miss you!

Sincerely, IPLA Staff





What Makes a Great Principal?

Recently, we sent out a request for help through our IPLA List Server. As most subscribers are principals, we asked that they pass along our request for opinions on "What Makes a Great Principal?" The following are a few of the responses we received:

RUDIE BUECHLEIN **Carmel, IN**

- A great principal is accessible.
- A great principal does not forget what it is like to teach and do all the administrative paperwork.
- A great principal knows what each department is doing and provides the support and leadership to get changes made and hold on to teaching and classes that are educationally sound.

MARCIA SCHWENK **Southwestern Jr/Sr High School** **Hanover, IN**

A great principal establishes a fair and prudent discipline policy. This lessens school stress levels and allows teachers the freedom to be creative and try new things. A great principal treats faculty and other staff as colleagues. They say "we" more than "I" or "you." A great principal works to mentor younger teachers in a way that provides guidance as uncritically as possible. He/She works to prod



older teachers to be better. A great principal works to learn and grow professionally. A great principal has a good sense of humor and can see amusement in everyday things.

KATHY MITCHELL **Home/School Advisor** **Community School Corporation of** **Southern Hancock County**

A good school principal needs to be a very balanced individual. He/She needs the unique combination of caring concern, with the ability to set boundaries and make decisions. As the teacher is the key ingredient to the classroom, the principal is the key ingredient to a well functioning school.

CINDY HONEGGER, Teacher (6th) **Otterbein Elementary** **Otterbein, IN**

A great principal is:

- One who is not afraid to do lunchroom duty and is seen in the cafeteria on a daily basis.

- One who is not afraid to take a chance on a teacher's new ideas and encourages teachers to take chances.
- One who helps you strive for your personal best.
- Margaret Hoernemann!!!

HELEN SHIFFER **English Department Chairman** **Carmel High School - Carmel, IN**

Successful principals focus on student needs. They are strong in their support of their professional staff. They have good people skills and are able to tactfully work with students, parents and staff alike.

JUDY LOMAX, Parent **Hammond, IN**

A GREAT PRINCIPAL is a person that not only *wants* his students to learn and achieve, but also follows through to make sure they are learning and achieving at the proper grade level. A person can "want" a lot of things, but it takes effort to get it.

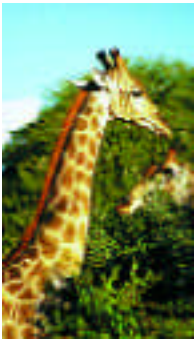
MRS. JUDY ROEDER, Counselor **Mt. Vernon Elementary School** **Fortville, IN**

I think a great principal really cares about students and staff. Hard work, nerves of steel, a big heart, a sense of humor and a really big sweet tooth (for all those birthday treats) is a must for a really great principal. (P. S. I work for a really great principal!)



COMING SOON!

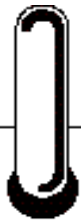
For information on IPLA's internet delivery of professional development and best practices for principals, visit IPLA at
www.doe.state.in.us/ipla



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Indianapolis, IN 46204-2798

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Nov. 10-11	Academy Sessions
	Sheraton Indianapolis North Hotel
	Groups 33 & 34
Nov. 17-19	Academy Sessions
	Sheraton Indianapolis North Hotel
	Groups 31 & 32
Jan. 31-	10th Annual IPLA Alumni
Feb. 1, 2000	Winter Conference
	Sheraton Indianapolis North Hotel

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